

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains, review of related literature. This chapter consists of the definition of speaking, the importance of speaking, the aspect of speaking, speaking activities, and the problem of speaking, the cause of the problems in speaking, the solution of the problems in speaking.

2.1 The Definition of Speaking

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information and even critic. Gert and Hans (cited in Efrizal, 2012) say that speaking is speech or utterances with the purpose of having intention to be recognized by speaker. The receiver processes the statements in order to recognize their intentions. According to Nunan (2003) argues that oral activity can also give someone pleasure and joys. It involves putting a message together, communicating the message, and interacting with other people.

Based on the definitions above, the researcher gives the definitions of speaking as an activity of producing word by sound which are including speaker and listener.

2.2 The Importance of Speaking

Speaking is the productive skill in the oral mode. Like the other skills, speaking is more complicated that seems at first and involves more than just pronouncing words. There are five aspects of speaking that can be defined

as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker, English learners have to master all of the aspects. However, besides those linguistics aspects above there are many factors that influence speaking ability. Turk (2003) states if we want to improve speaking skills, we must be aware of motivations, our behavior patterns, likely mistakes, and ourselves. From that idea, it can be concluded that our own motivation and our environment are the emphasis factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and model about speaking skill. The environment is the next important factor that influences learners speaking skill, because if people around the learners are able to speak well it will be easily for the learners to copy their way to speak.

Speaking becomes the important aspect of language when studying the language, especially English. English without practicing to speak is useless. Celce Murcia and Olshtain (2000) says, "speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning". That statement can describe that speaking skill is the most important thing to be mastered when people learn English, because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking, someone can express his or her minds, ideas, and thoughts freely and spontaneously.

2.3 The Aspect of Speaking

Understanding the aspect of speaking in order to get better in speaking, English learners should have known some aspects of speaking. There are some components in speaking aspects such as : pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Jill (2009) states that an understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invented to speak and the message will be conveyed, will lose and difficult to be comprehended

2. Grammar

Grammar is needed for learners to arrange a correct sentence in conversation. According to Jill (2009), grammar is a description of the language system - it shows us how we order words in sentences, how we combine them and how we change the 14 forms of words to change their meaning. The unity of grammar also learns the correct way to gain expertise in a language in oral and written form. It can be concluded that grammar helps the learner to comprehend the words in specific meaning. In order to master grammar, the learners must know how to arrange word

in sentences. Furthermore, grammar is one of components to create good sentences.

3. Vocabulary.

People cannot communicate effectively or express their idea both oral and written, if they do not have sufficient or less in vocabulary mastery. Dupuis (1989) states that vocabulary refers to a set of words or phrases which label the parts of material to be learned and which are necessary for learners to use in talking and writing about the material. It means vocabulary is the appropriate diction used in communication. In contrary, someone who is still weak in vocabulary mastery will get difficulty when communication

4. Fluency

Fluency may be defined as the ability to speak accurately. Jill (2009) states that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speaker's said. In other words, we have to consider that speech and fluency are rather strongly erected by 15 language problems. It means the listener will understand the speaker speaking if the pattern grammar of language is correct. Therefore, we have to consider both grammar pattern and fluency in speaking.

5. Comprehension

In teaching and learning process, the teacher has to speak clearly to make sure that the learners comprehend the material. Gillian (2001) states that the teacher needs as good an understanding as we currently have of the nature of comprehension and the processes of comprehension. It means comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

2.4 Speaking Activities

Activities of learning should be conducted to develop the learners' ability in speaking. These activities can involve some styles. According to Ur (1996), there are various activities that can be implemented by lectures in learning speaking, such as dialogue, speech in front of audience, discussion, debate.

2.4.1 Dialogue

The learners think a brief dialogue and they might learn by heart. They perform privately in pairs in front of class. Learners can be asked to perform the dialogue in different topic such as culture, entertainment, or relationship in couple

2.4.2 Speech in Front of Audience

This is a rather hard activity to be done by learners. In this case, the learners should be able to make a paper to be presented in front of audience, and then learners' will present one of the topics of their idea.

2.4.3 Discussion

The learners are divided into two groups to discuss any interesting topic. After having a group the learners, the learners are asked to discuss the material. In the end of learning process, the learners present the result of discussion by speaking in front of audience.

2.4.4 Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for learners to engage in using extended chunks of language for a purpose to convincingly defend one side of an issue.

All speaking activities above encourage learners to practice speaking in classroom. Lecture should choose appropriate activities above based on the level of the learners. Every teaching and learning process can be enjoyable if lecture gives the appropriate activity based on learners' levels. Beside it, the process of transferring knowledge will be easily.

2.4.5 Role Play

Role play is related to speaking activities in which emphasizes the learner to more active in speaking by interacting in the group.

In this activity, learners simulate a real life encountered as if they were doing so in the real world. A simulation and role-play used to encourage general oral fluency to train learners for specific situation.

2.5 Problem of Speaking

According to Ur (1996) states the following factor in problem of speaking : inhibition, nothing to say, and mother tongue use.

2.5.1 Inhibition

Inhibition is a crucial psychological problem for the learners. This problem appears because of the learners themselves. It is related to internal factors such as the learners worried about the responses of their friends, when they are speaking English. Unlike reading, writing and listening activities, speaking requires some degree of real time-exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism, and simply shy to be the attention when they are speaking in English.

2.5.2 Nothing to Say

Even if they are not inhibited, teachers often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond their guilty feeling that they should speak.

2.5.3 Mother Tongue Use

In a class, where all of the learners use the same mother tongue, sometimes it becomes a troublesome for those who want to practice English. When they try to speak up or practice speaking English, their friends do not give good responses. They still tend to use their mother tongue than using English. Based on the possible problems above, it can be concluded that the problems in learning

speaking occurs because of internal and external factors. Both learners and teachers influence the activities of speaking. Firstly, internal factors come from the learners themselves who are afraid of making mistake and shy to speak English. Secondly, external factors come from the fault of management and classroom activities

2.6 The Causes of the Problems in Learning Speaking

The problems in learning speaking might happen because of some reasons below.

2.6.1 The Causes of Inhibition

According to Ur (1996), there are two causes of inhibition. Firstly, the learners inhibited about trying to say things and worried making mistakes in learning speaking English because they only have low understanding about grammar, low vocabulary mastery, and difficulties in pronouncing English words. Secondly, they are fearful of critics and simply shy to be attention because they do not have self-confidence so that they judge themselves that they cannot speak English well, and they are afraid if their friends do not understand what they say.

2.6.2 The Causes of Nothing to Say

The learners cannot think of anything in speaking activities because they do not know what to say and how to say it. The causes of this problem are still related to the inhibition where the learners only have limited vocabulary mastery, low understanding about grammar, and having difficulties in pronouncing English words. Besides, they also do not have motivation to express their ideas because

actually they are afraid of being a joke of their friends if they are speaking English in wrong pronunciation.

2.6.3 The Causes of Low and Uneven Participation

The cause of low and uneven participation is that they are afraid to communicate with the other people. It is because they do not have self-confidence so that they do not want to express their ideas and only becomes listener in the speaking activities. According to Ur (1996) states that the learners lack confidence about themselves, and their English necessarily suffers from communication apprehension. Besides, they do not participate in the speaking activities because sometimes there are tendencies of some learners who have good mastery of English dominate the class, so that they do not have a chance to show up their ideas.

2.6.4 The Cause of Mother Tongue Use

According to Ur (1996), mother tongue in learning speaking used by the learners because they feel easier for them. They feel more relax and should not worry about making mistake. They also should not worry of misunderstanding of their mother tongue because it is their daily language.

2.7 The Solution of the Problems in Learning Speaking

According to Ur (1996), there are some ways to solve the problems in learning speaking:

2.7.1 Applying Group Work to Minimize Inhibition

Group work could help the learners in minimizing inhibition. For those who inhibited about trying to say things in foreign language and worried of making mistakes, they could try to speak up or show their ideas in their group first before show it in front of the class. Besides, they also could discuss with their group how to make right sentences about their ideas. In the other words, by creating group work, they could learn by doing. They can share information, make a small discussion, and check other error with their groups Furthermore, for those who fearful of criticism and afraid to be the attention, they could share their ideas to the chairperson in their group to be presented in front of class.

2.7.2 Using Easy Language to Avoid Nothing to Say

In speaking activities, the speakers should use easy language to make audience understand what the speakers says. It is why word choices become very important. For those who have low vocabulary mastery, it will be better if they use easy language to avoid the confusion about what to say and how to say it. They could use familiar words so that they should not think too hard about what they want to say. For example, they will be better using “willingness” than “compliance”, using “expectation” than “presumption”, etc. It is also to make the other learners easy to understand what they want to share. Besides, the teacher also could help to motivate the learners in speaking English by teaching vocabulary first before starting the class. For example, when the teacher wants to make “daily activities” as the material, she/he should teach them vocabulary such as “sleeping”, “eating”, “watching”, etc.

2.7.3 Keep Using Target Language to Avoid the Use of Mother Tongue

The teacher might appoint one of the groups as monitor to remind the participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Although if there is no actual penalty attached, the awareness that someone is monitoring the discussion could make the participants to be more careful in speaking English. By using this strategy could help them to avoid the use of mother tongue and also make them accustom using English. Based on the explanation above, both of learners and teacher should be teamwork to solve the learners' problems in learning speaking. The learners should try to be more active and the teacher should prepare and be monitoring the learning activities.

